

Year 7 Catch Up Premium Action Plan 2016 -2017

Action	Lead	Time scale	Outcome	Monitoring and Review	Intended Impact	Actual Impact
Progress and Attainment Use of Data	LSh/J Ca	Sept 2016– July 2017	<ul style="list-style-type: none"> • Identification of Y7 catch up cohort from standardised test scores at KS2, informed by CATS and baseline assessment in English and Maths. • Clear identification of needs of pupils • Rigorous target setting for Yr 7 Catch up pupils • Needs of Yr 7 Catch up pupils being met • Effective monitoring, tracking and intervention • Pro-active engagement with academic progress of Yr 7 Catch up premium 	<p>Monitoring weekly</p> <p>Reviewed half-termly</p>	<ul style="list-style-type: none"> • Ambitious targets • Improved Yr 7 Catch up premium outcomes • High profile intervention in Literacy and Numeracy across the curriculum 	<ul style="list-style-type: none"> • Targets based on prior achievement • Any pupil with a below expected standard in maths and/or English is classed as catch up • More difficult to track outcomes with new GCSE grade system and forecasts as no longer any linear progression through sub-levels to evidence progress. • All catch-up mathematicians took part in mentoring on a Wednesday morning am registration and a small group of pupils with lower prior attainments than the rest of the cohort worked with a TA on a fortnightly basis. • Any student who had not met the standard in either Maths or Reading was placed strategically to allow for targeted intervention via first wave teaching • 81% of catch up cohort were either on target or exceeding targets in English • 17% were exceeding targets by the end of the year in English • Of the 7/36 pupils who did not make expected progress in English, one was educated off-site and the others will continue to be targeted in Y8 to support further progress • Of the 38 pupils in the catch up cohort for Maths, only 5 of these baselined at a Level 4b or 4c. Using July's report data from the End of Y7, 92% of catch-up cohort for Maths were either on or exceeding targets and of the 3 pupils who were not on target, 1 pupil did not attend school after May 2017. • On the 1st Maths assessment in Y8, 4 out of the 38 scored a grade 4 which was the highest achievable.
Progress and Attainment Targeted intervention in LITERACY	JCa/H Pa	Sept 2016– July 2017	<ul style="list-style-type: none"> • Ensure that all staff within the department are aware of the pupils in this cohort and rigorously track the progress of these pupils using the departmental tracking system. • Use of 'Accelerated Reader' by 'Catch up' pupils is closely monitored by HPA/JDA to ensure progression in reading levels 	<p>Monitoring weekly</p> <p>Reviewed half-termly</p>	<ul style="list-style-type: none"> • Most pupils have made progress and are performing in line with expectation by the end of Yr 7 • Increase in Reading Age by a minimum of one year • Increased access to 	<ul style="list-style-type: none"> • The majority of pupils within this cohort made progress towards their target. The progress of this cohort was tracked after each assessment point and support mechanisms put into place in order to move pupils forward. This has included referrals to SEN, targeted teaching, English target card, additional support at break and lunch. • Pupils gained in confidence in reading through regular visits to the library during literacy lessons. There were

			<ul style="list-style-type: none"> • Catch up intervention sessions with HPA in curriculum time • Use of rewards to celebrate achievement and progress of 'Catch up' cohort • Use of literacy support periods to reinforce basic skills and to develop strategies for inference and deduction • Deliver work shop sessions to secure improvement and accelerate progress in reading and writing 		whole school curriculum	<p>improved attitudes to reading for pleasure which was evident in learning conversations with pupils. Teaching staff and TAs regularly listened to pupils' reading during library sessions and this helped to build confidence and self-esteem. Where there has been no improvement in reading age, the department and JDA will target these pupils for additional support during their 'Literacy' lessons this academic year.</p> <ul style="list-style-type: none"> • HPA delivered small group workshops for pupils who had not met the expected standard from Sept –Jan. The workshops were differentiated and pupils were grouped in relation to their personalised targets. Some groups worked on basic comprehension, others focused on inference whilst one group worked on securing improvements in the accuracy of their written expression. Pupils enjoyed the sessions but staffing issues within the department meant we were unable to offer the sessions post January. • The achievements of pupils were celebrated during English lessons and assemblies. Pupils responded very positively to verbal praise, certificates, postcards, etc and there were increased levels of motivation from many pupils within the 'Catch Up' cohort. • Department used the additional literacy period which was timetabled each week to reinforce basic literacy skills. A wide range of competitions, quizzes, group and independent tasks were incorporated in order to consolidate understanding and develop skills further. This strategy helped pupils to enjoy and achieve. The planned workshops could not be facilitated as a result of the reorganisation of the timetable because of concurrent maternity leaves within the department.
Progress and Attainment Targeted intervention in NUMERACY	LSh	Sept 2016 – July 2017	<ul style="list-style-type: none"> • Ensure that all staff within the department are aware of the pupils in this cohort and rigorously track the progress of these pupils using the departmental tracking system. • Ensure all of these pupils attend paired mentoring programme at breakfast club and pair the Y10/11mentors with each pupil • Liaise with SEN department regarding those pupils following B- 	Monitoring weekly Reviewed half-termly	<ul style="list-style-type: none"> • Most pupils have made progress by the end of Year 7 and are performing in line with expectation • Increased Mathematical confidence in Number leading to improved progress and attainment 	<ul style="list-style-type: none"> • There was very good attendance at maths mentoring on a Wednesday morning and feedback was always very positive, with students reporting and evidencing increased levels of confidence. 2 catch up events were run at the end of Y7 and these were very well received. • All pupils were clearly highlighted on the departmental tracking system and are in Sets 4 to 7 with the highest concentration in Set 7. All staff were aware of these pupils and of the need to provide extra support/intervention in class. • Extra work was sent home to the cohort although this

			<p>Squared in withdrawal sessions.</p> <ul style="list-style-type: none"> • Separate Numeracy event for this cohort to increase confidence in the subject. • Highlight any pupil who is not on target to achieve in line with expectation and put support in place e.g. in class support, TA support, withdrawal if timetabling permits • Raise awareness with parents/carers and send extra work sent home to these pupils • Investigate possibility of small cohort to work with TA 			<p>wasn't consistent.</p> <ul style="list-style-type: none"> • Small group of pupils worked with a TA on a fortnightly basis on basic number skills including telling the time. • Analysis of the baseline papers of this cohort showed no patterns as they all scored relatively low.
Progress and Attainment Targeted intervention for SEN	RSe	Sept 2016 – July 2017	<ul style="list-style-type: none"> • Department to continue to develop pupil passports • Analysis of KS2 and baseline English, Maths, Reading and Spelling data to identify intervention needs and further analysis by SEN manager to identify specific SEN needs of students. • Deliver targeted intervention for students who are not making progress fast enough. • Identified TA support for this cohort of students. Progress monitored regularly through reports and via Maths, English, Reading and spelling data. 	<p>Monitoring weekly</p> <p>Reviewed half-termly</p>	<ul style="list-style-type: none"> • Increased access to whole school curriculum • Cohesive team monitoring progress of this cohort • Catch-up programme responsive to need 	<ul style="list-style-type: none"> • Majority of students on SEN and Inclusion register now have Pupil Passports that staff can refer to for planning. • SEND department identified students and intervention was put in place where possible. The students increased their reading and spelling scores relative to their baseline assessments. One students increased their reading score by 10 months. • AJo assigned to support a small catch up group for Maths. This did not have the desired impact due to exam support throughout the intervention period.

Reviewed October 2017